

WELLNESS AND STUDENT CARE DEPARTMENT

Per [105 ILCS 5/2-3.162](#) and [Public Act 098-1102](#), districts are required to submit a Progress Report in addition to their previously submitted Discipline Improvement Plan. Within one year after being identified, the school district shall submit this Progress Report to the Illinois State Board of Education and post it on the district's website. The Progress Report describes the implementation of the Discipline Improvement Plan and the results achieved.

PROGRESS REPORT

NAME OF SCHOOL DISTRICT/CHARTER SCHOOL Glen Ellyn School District 41	SCHOOL YEAR 2025-2026	LINK TO PROGRESS REPORT ON THE DISTRICT'S WEBSITE https://www.d41.org/our-district/transparency
SCHOOL DISTRICT/CHARTER SCHOOL ADDRESS 793 N. Main Street, Glen Ellyn, IL 60137		
SUPERINTENDENT/ADMINISTRATOR NAME Dr. Jeff McHugh		

DISCIPLINE IMPROVEMENT PLAN TEAM

Districts are encouraged to convene a Discipline Improvement Plan team to address exclusionary discipline and/or racial disproportionality.

TEAM LEADER NAME Jeff McHugh	POSITION/TITLE Superintendent	EMAIL ADDRESS jmchugh@d41.org
TEAM MEMBER #1 NAME Molly Victor	POSITION/TITLE Executive Director of Student Servic	EMAIL ADDRESS mvictor@d41.org
TEAM MEMBER #2 NAME Steve Diveley	POSITION/TITLE Principal	EMAIL ADDRESS sdiveley@d41.org
TEAM MEMBER #3 NAME Brittany Smith	POSITION/TITLE Principal	EMAIL ADDRESS bmsmith@d41.org
TEAM MEMBER #4 NAME Jeff Burke	POSITION/TITLE Principal	EMAIL ADDRESS jburke@d41.org
TEAM MEMBER #5 NAME Christine Ahrens	POSITION/TITLE Principal	EMAIL ADDRESS cahrens@d41.org
TEAM MEMBER #6 NAME Scott Klespitz	POSITION/TITLE Principal	EMAIL ADDRESS sklespitz@d41.org

RECOMMENDED STEPS TO CONSIDER WHEN REFLECTING ON THE PROGRESS REPORT
1. Review of discipline data:

Please go to the ISBE [School Discipline](#) webpage to find district data. Districts/charter schools may also consider any other local data utilized in creation of their plan. **What improvements were evidenced in your recent data as a result of your action plan to reduce the use of exclusionary and/or racial disproportionality? What do you think is contributing to these trends? To what extent has bias played a part in your data?**

Waiting on updated data

2. Please provide a summary of what you intended to complete or accomplish as a result of your Discipline Improvement Plan.

The District's goal with this plan is to decrease exclusionary discipline and Increase student centered, proactive instruction focused on appropriate school behavior. In order to that, we have focused on the following strategies:

1. Build relationships and positive school culture - Does every student have a trusted adult who cares about them?
2. Increase proactive and layered support - Explicit teaching of behavior expectations, relying on student - adult positive relationships
3. Increase use of restorative practices and mindfulness activities throughout the school day - mimic restorative practice (TOSA work) at elementary level
4. Explore dedicated SEL time for each grade level - develop an implementation fidelity plan, determine universal data source related to SEL skills (baseline)
5. Develop staff training plan - targeted work with grade levels across the district to increase consistent approach to behavior instruction; refresher training on bias and how it impacts decision making

3. What specific resources have you been using to counteract punitive discipline (e.g., restorative justice; peace circles; an alternative recourse, such as a mediator)? Did you incorporate any of these strategies/ practices into your plan?

The District employs a Restorative Practice Teacher on Special Assignment. Her work (primarily at the middle school level) has focused on positive school culture. She works with all teachers and students to develop positive relationships (strategy #1 above). She has provided trainings at the district and building level related to Restorative Practices, including classroom circles and restorative conversations. All staff within the district have a Restorative Conversations visual on their lanyards; this allows them to have easy access to a variety of restorative questions to use when needed.

The District continues to explore the PBIS network as a resource for proactive behavior supports. While a final determination has not been made yet, the district uses many positive behavior supports within the district, such as Behavior Bucks, school wide rewards, and school stores.

The District has a Parent Teacher Advisory Committee that focuses on improving awareness and compliance with the discipline policy and practices. This committee presented their suggestions to the Board of Education in May 2026. One recommendation that will be explored in the upcoming school year is Peer buddies and student mediators.

4. Did you increase the use of restorative practices? Please describe any increase in social-emotional learning opportunities for students.

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All classrooms teach social emotional lessons daily. While the delivery of instruction looks different between grade levels, the standards are consistent across the district. Each building has a set of behavior expectations that are taught at the beginning of the school year and throughout the school year (especially after breaks). These expectations are stated in a positive manner so that students can be celebrated when following the expectation.

5. Describe how you utilized a multi-tiered system of support (MTSS).

The district has a robust multi-tiered system of supports related to academics and social emotional needs. We have all the components of MTSS - Tiered instruction, universal benchmarking and progress monitoring. The district uses a tiered approach to supporting students through a robust data analysis protocol.

The district will continue to expand the social emotional and behavioral supports available to District 41 students. The district is currently exploring the best option for a Tier 1 social emotional screener for all students. Once that has been determined, the district will begin evaluating the effectiveness of our Tier 1 social emotional instruction, particularly at the elementary level. Additionally the district will be creating a committee to review our existing discipline matrix and will update it to reflect current best practices.

**6. Describe any change seen in your district's discipline data when comparing this year's data to last year's.
Can any of these changes be attributed to ammendments to the district's discipline policies and/or procedures?**

Waiting on updated data

7. What changes are you going to implement moving forward?

The district will continue to focus on the strategies identified in the Discipline Improvement Plan. Many of the strategies will take time to develop as well as to impact the discipline data.

1. Build relationships and positive school culture - Does every student have a trusted adult who cares about them?
2. Increase proactive and layered support - Explicit teaching of behavior expectations, relying on student - adult positive relationships
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4. Explore dedicated SEL time for each grade level - develop an implementation fidelity plan, determine universal data source related to SEL skills (baseline)
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8. Have you completed implicit bias training? Have you incorporated the [Diversity Equity and Inclusion Provider Evaluation Tool](#)? If you did, what are your thoughts regarding your current implicit bias training (e.g., effective or ineffective)?

District 41 employees participate in implicit bias training on an annual basis. The current training is two-parts: "Cultural Competency and Racial Bias" and "Ethics and Boundaries for School Employees."

The Diversity Equity and Inclusion Provider Evaluation Tool has not been used by District 41.

We will continue to explore the effectiveness of our current implicit bias training and will explore the tool listed above.

9. Reflect on what did and did not work from your Discipline Improvement Plan. Do you anticipate making any changes to this plan? Why or why not?

The district will continue to focus on the strategies identified in the Discipline Improvement Plan. Many of the strategies will take time to develop and implement. The district is still in the planning stages of these strategies and hopes to see improvement in the discipline data at the end of the 2026-2027 school year. If the expected progress has not been made at that point, the school district will make changes to the plan as needed.